

**DEVELOPING A CULTURE OF READING AMONG YOUTH THROUGH FAMILY
AND SCHOOL COOPERATION**

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Abstract: This article provides detailed insights into the concept of reading, the promotion of reading habits, the development of reading culture among youth, and various methods to cultivate reading habits.

Keywords: book, culture, enlightenment, readership, state, era, citizen, social, phenomenon.

The approach to the issue of readership in our society has varied across different periods. Depending on the needs of each era, the level of readership was determined. Since the power and might of any state are defined by the awareness of its citizens, particular attention has been paid to reading culture.

Today, terms like “Culture of Reading,” “Reading Habits,” and “Reading Literacy” are considered components of the broader concept of information literacy. Though the word “mutolaa” (reading) comes from Arabic and means “to read,” it has come to encompass a broader understanding beyond just reading books. According to A. Umarov, the culture of reading (mutolaa) represents a set of norms, knowledge, social phenomena, and attributes that reflect changes in the behaviors, activities, and systems of social groups, associations, or individuals geared towards acquiring general information. This culture is shaped through educational systems and involves acquiring specialized knowledge throughout life from various sources such as books (fictional, scientific, educational, encyclopedic), mass media (newspapers, magazines, TV, radio), modern technologies (internet, electronic newspapers, journals, manuals), and direct communication with individuals (family members, etc.). Professor E.I. Yo‘ldoshev defines the concept of “Reading Culture” as a comprehensive notion that involves an interest in and love for books, broader familiarity with literature, knowledge of how to work with books, and the skills and competencies that facilitate full utilization of them. Information literacy also includes the correct understanding of literary texts, deriving aesthetic pleasure from them, working with scientific literature and all types of resources, searching and retrieving relevant data from bibliographic and informational materials, filtering valuable knowledge from the flow of information, and improving professional skills. It also encompasses learning the proper use of information-library services. A person who fully acquires information literacy can appropriately be called a reader. Education is a process that combines teaching, learning, and personal development. Cultivating information literacy is part of the educational process. The knowledge gained helps students develop continuously—not only through classroom learning but also through independent study in libraries.

Experience in library and information work shows that the most effective way to cultivate information literacy is to promote library knowledge among students. One of the most efficient methods is to organize special library-information literacy classes. These classes should provide information on how to obtain and work with information. They must teach students how to engage with books, read directly, and—most importantly—comprehend and study them. This also includes learning to use electronic libraries, catalogs, and databases.

These skills require effort and cannot be gained spontaneously. Hence, library and information professionals must possess broad knowledge and expertise. In response to the question of how to organize such classes, experience shows that they can be held during extracurricular lessons or educational hours. When preparing class schedules, it's essential to consider the number of students, theory and practice hours, the hours conducted by teachers and librarians, and whether the lessons take place in the classroom or library. Simultaneously, several organizational matters must be addressed. Many teachers, though skilled in teaching methodology, lack sufficient knowledge of library science. Librarians, on the other hand, often lack teaching skills. Therefore, it is crucial to train teachers in library practices and librarians in pedagogical methods. Given the importance of developing students' information literacy, it is necessary to popularize and implement these special library classes. To achieve this, decisions must be made on implementing such lessons, coordinating the efforts of general education institutions and libraries, and establishing clear formats and schedules for the classes.

In library institutions, attention should be given to the following aspects to foster students' information literacy:

- Analyzing the student's family environment, the presence or absence of library resources at home, age, and psychological readiness;
- Taking into account the subjects in the general education curriculum and the child's interests to develop personalized guidance;
- Helping students develop independent learning habits and information-seeking skills;
- Using various mass educational formats effectively, based on students' age and psychological capabilities, and creatively applying new formats according to circumstances;
- Fostering students' interest in information-seeking and encouraging them to engage more with libraries and reading;
- Broadly promoting library knowledge among students.

Conclusion: In conclusion, the primary responsibility for cultivating information literacy lies with librarians. This process requires educators to possess high levels of pedagogical skill, professional knowledge, and above all, devotion to their profession. Such qualities are developed during the training of library personnel. Hence, it is essential to improve the training quality and increase the demand for qualified library professionals.

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